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ABSTRACT

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, juvenile law, and people and government. The general goals of the curriculum are listed, i.e., to provide information, to increase student awareness, and to provide the opportunity for practice in decision-making skills. A course outline listing topics and related activities, and an instrument for assessing student knowledge in the area of people and the government are provided in an initial section. The eight lessons cover the individual as a member of the group; making and changing rules; city, state and federal governments; and the Supreme Court. A final lesson relates the previous lessons to school and student elections. Each lesson lists goals, activities, needed materials, and references. Suggested activities include brainstorming, case studies, role plays, collages, and mock interviews. Informational handouts and worksheets are also provided. A final student assessment and course evaluation complete the manual. (BL)

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PEOPLE AND THE GOVERNMENT.
ADOLESCENT DECISIONS CURRICULUM

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CG 016994

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PREFACE

The Adolescent Decisions program represents a cooperative effort among a group of teachers, school counselors, administrators, students, parents, and researchers, under the umbrella of the Adolescent Issues Project (funded by the United States Office of Education, Special Education Projects Grant G008001910, and the Judge Baker Guidance Center).

We are indebted to the students, staff, and parents of the Manville School in the Judge Baker Guidance Center, in Boston, Massachusetts -- who provided the initial impetus and support for the program. We are also thankful for the support, ideas, and feedback provided by students and staff at 15 schools who have tested components of the program -- especially the Bay Cove High School, Holden School, Manville School and River Street Mini-School, which all served as replication sites during the 1982-83 school year.

We are thankful for the support provided by the staff of the United States Office of Education (Special Education Projects), and the staff at Program Development Assistance Systems, especially Ms. Julie Becklund.

PEOPLE AND THE GOVERNMENT

FIELD TEST EDITION 1982

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PEOPLE AND THE GOVERNMENT

Course Outline: Topics and Activities

Topic	Activity
1. We All Belong to Groups	
1. What groups do you belong to?	Student Poll "You in Groups" sheet
2. What makes a good group?	Brainstorm activity
3. How does a group work together to achieve common goals? (individual vs. group needs)	Case study
2. Making and Changing Rules	
1. How can a group make rules to govern itself?	Case Studies: Rate the Group
2. How can people change rules? Why?	Case study
3. School rules: making and changing	Visit from school principal
3. Elections	
1. Elections in a democracy	Newspaper collage
2. How do you choose a candidate? How do you get to be a candidate?	Brainstorm
3. Mock election	Mock election ballot (use Boston City ballot)
4. The City	
1. What jobs need to be done to run a city?	Brainstorm exercise
2. What makes a good city?	Design an Ideal City
3. How do people make a city better? How can a candidate affect your neighborhood?	Mock interviews/real interviews Guest speaker

Outline for People and the Government (Fall, 1982)/2

Topic	Activity
5. The State	
1. What state laws affect you?	Reading
2. How are state laws changed?	Visit state house/guest speaker
3. Referendum (Mock election)	Vote on referendum questions
6. U.S. Government	
1. Who is in the U.S. government?	Fact sheet
2. What is the Bill of Rights?	Poll: Agree/Disagree
3. Mock election for U.S. Senate	Mock election
7. Supreme Court	
1. What is the Supreme Court?	Fact Sheet/Important decisions
2. Why do we have courts to review laws?	Case Study: Brown vs. Board of Education
3. What makes a fair court decision?	"You be the Judge" (case studies)
8. Community Meeting	
1. Review and evaluate school rules	
2. Evaluate school year thus far	
3. Student Council elections	

Fall, 1982

PEOPLE AND THE GOVERNMENT

Assessment: What Do You Know About the Government?

TRUE/FALSE

1. All groups choose a leader.
2. A school principal is legally allowed to let 14 year olds smoke cigarettes during school.
3. The Mayor of Boston is Edward King.
4. The Mayor makes all the decisions about rules and laws in the city.
5. Getting elected as Mayor costs a lot of money.
6. Two candidates for Governor are Dukakis and Sears.
7. The state sets the legal age for drinking alcohol.
8. You can be legally arrested for standing on a street corner and making a speech that says the President is a stupid jerk.
9. The Supreme Court can overturn a law if they decide it is illegal.
10. Every country has a Bill of Rights to protect the people who live there.

FILL IN THE ANSWER

1. Name four groups or teams you belong to:

   1. 3.

   2. 4.

2. Name two rules that are important in helping a group or team work together.

   1.

   2.

3. Name on candidate you have seen advertised on TV.

4. Name one thing that makes a good mayor.

5. Name one way a Mayor affects your neighborhood.

6. Name two services you and your family get from the city/government. Who pays for these services?

7. What is the legal age for driving a car in Massachusetts?

8. Name the two Senators from Massachusetts who work in Washington D.C.

9. The Bill of Rights is:
   a. a law in the city of Boston
   b. something you get at a restaurant
   c. part of the Constitution that lists everyone's rights as a citizen
   d. a law that tells you what you can do with your taxes

10. Name one way to change a rule at your school.

PROBLEM-SOLVING: CASE STUDIES (strategies)

1. Group rule-making.
2. Getting a city service
3. Getting elected to office
4. 1 Supreme Court decision

SOLVING PROBLEMS: CASE STUDIES

Circle the one answer you think is best.

1. You are a member of a team that practices each week. Three members of the team come late a lot, say they have to leave early, and don't work hard at practice. You are starting to feel angry about the way act. What do you think is the best way to deal with this situation?

a. Kick them off the team.

b. Tell them they have to come or else they're out.

c. Forget about it and just keep trying yourself.

d. Try to make a rule about showing up on time.

e. Talk to them and find out what's wrong.

2. In your neighborhood there is a playground. It has a basketball hoop and some benches, but they are getting wrecked. Older guys sometimes hang around and drink; they won't let teenagers play there. You want to be able to play at the park. What is the best way to deal with this situation?

a. Just don't go anymore.

b. Threaten to get some friends to beat the older guys up.

c. Call the police.

d. Call the city park department and complain.

e. Get some neighbors to write a letter and take it to the city park department.

3. You want to help make the city a better place to live. You think the schools need to be better. You decide to run for the Board of Education. You need to run against someone who has been on the Board for 5 years. What is the first thing you should do to get elected?

a. Talk to kids and parents about the schools.
b. Ask people to give you money for your campaign.
c. Think up a good slogan for a bumper sticker, like "He'll Make Things Better!"
d. Find out all the mistakes the other person made, and tell people about them.

4. You are a judge in the city court. Today you hear a case about a man who tried to steal playground swings from a park. The man admits he stole them. He says he stole them because there are no swings at the park where he lives, and the city won't buy any for the children there. What do you think is the best way to deal with this situation?

a. Put him in jail.
b. Let him go.
c. Make the man pay back the city by helping to clean the park.
d. Find out why the city won't buy swings.
e. Make the man clean up the park and order the city to buy swings.

What Do You Want to Learn?

1. Please list any laws you want to learn about.

2. Please list anything about voting and elections you want to learn about.

3. Please list any jobs in the government you want to learn about.

Thanks!

People and the Government

lesson: We all belong to groups

goals:

1. To understand and identify different groups to which we all belong (e.g., family, school, team, racial/ethnic)
2. To become aware of the processes by which groups work successfully together. (Awarenesss)
3. To use a 5-step decision-making process to practice making fair rules to govern groups. (Decisions)

activities:

INFORMATION

1. Group Brainstorm
2. Student Sheet:
   "You Belong to ..."

DECISIONS

Role play or discussion

AWARENESS

1. Group Brainstorm or
   Group Collage
2. Student Sheet:
   "Groups Need ... "

CLASS EVALUATION

materials:

Included:
- Notes to the Teacher
- Student Sheets
- 5 Steps to Make a Decision

You need to get:
- Materials for collage
- Supplemental materials if desired (e.g., filmstrips)

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Notes for Teachers

LESSON:

ACTIVITY 1: IDENTIFYING WITH GROUPS

The goal of this activity is to help students become informed and aware of the many groups to which they belong, in order to help them think about themselves as "group members" in different parts of their lives. The activity builds on two core skills: perspective---king and alternative thinking.

A. Group Brainstorm. Do this as a class or as two small groups.
   1. Ask students to name some different groups (or teams) to which they belong.
   2. List these on the board. Be sure to include groups like racial/ethnic groups, family, city, state, etc.

B. Student Sheet: "You Belong to ..."
   1. Use the student sheet to review the groups named in brainstorm.
   2. Use the sheet as a basis for any supplemental activities (e.g., collage, role-plays, etc.)

ACTIVITY 2: WHAT MAKES A GROUP WORK WELL?

The goal of this activity is to increase students awareness of how groups work together -- especially of what processes)communication, cooperation) are necessary fo- a successful group. The activity addresses 3 core skills: alterntive thinking, consequential thinking, and communication.

A. Group Brainstrom or Collage. Do this as a class or as small groups.
   1. Ask students to list the things a group needs in order to work well. Use a concrete example, like a basketball team or girls club or a group out on a camp-ng trip. Emphasize social skills and processes (as opposed to, for example, pots and pans, or a basketball) Be sure to include concepts of common goals and cooperation.(See B below)
   2. Collage (as option instead of brainstorm). Cut out pictures and words from magazines that show or talk about how groups work together.

B. Student Sheet: Groups Need ..."
   1. Use rhe student sheet to review basic terms and concepts.
   2. Use the sheet to structure a brief discussion about group process. For example, take a team or a band. Ask, "What are the common goals?" "What rules do they need?" "Whou should be leader and what kind of leader is needed?" How does this group cooperate with each other?"

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ACTIVITY 3: MAKING FAIR RULES (CASE STUDIES)

The goal of this activity is to give students practice in evaluating group rules and in creating fair rules to respond to group needs. The core skills addressed by this activity are: alternative thinking, consequential thinking, communication, and evaluation (See Program Manual).

A. Case Studies.

1. Use the student sheet: Case Studies. Choose one to start.
2. Role play or discuss the situation.
3. Use the 5 Steps to Make a Decision sheet to structure the activity if it is helpful (attached)
4. Emphasize the fairness of the rule.
5. Evaluate the role play and the rule you created.

CLASS EVALUATION

Take the last few minutes of the class to evaluate the class. Ask about

1. The activities
2. Class behavior and cooperation
3. Any changes suggested for next lesson.
4. Areas that students want more information or practice.

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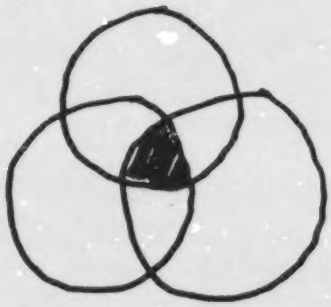
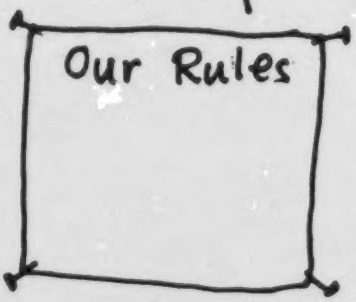
What makes a group work well?

1. Common goals

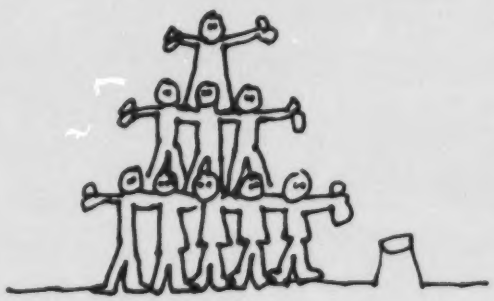


2. Good leadership

3. Fair Rules



4. Cooperation



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5 STEPS TO MAKE A DECISION

1. Ask: What decision has to be made?

2. List two or more alternative solutions.

3. Think about the consequences of each solution... for yourself and for others

4. Decide on one solution, and try it out.

5. Evaluate your decision, and try again.

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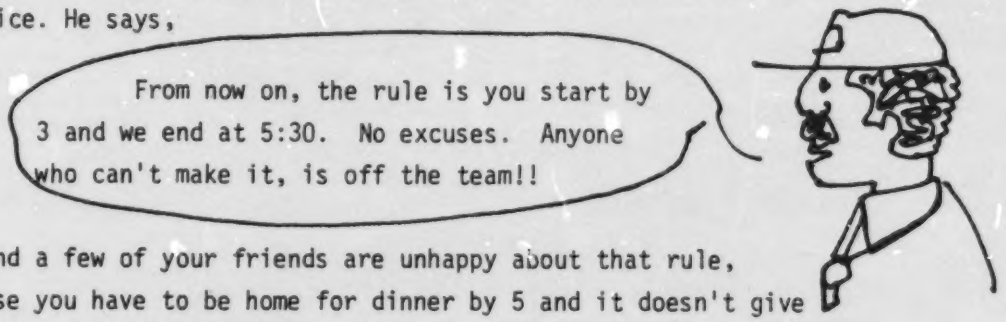
MAKING FAIR RULES
CASE STUDIES

1. THE COACH

You belong to a team that meets to practice in the afternoons at the Y. You usually practice from 3 to 4:30 every day. Lately, your team has been losing some of its games. The coach says you need more practice. He says,



You and a few of your friends are unhappy about that rule, because you have to be home for dinner by 5 and it doesn't give you anytime to get home.

1. How can you get the coach to change the rule?
2. How can you meet his needs and yours?
3. What will you do if the rule doesn't get changed?

2. THE DANCE TEAM

You belong to a dance team that meets a couple of times each week to practice new dances for the talent show in the spring. There are guys and girls in the group. For the past few weeks, two of the best dancers have been skipping practice. You and a few of the other people in the group are upset about this.

1. How should you deal with this situation?
2. What kind of rule should you make?
3. What will you do if the two members don't want to follow the rule?

Role-play or discuss these situations. Be sure the rule is fair.

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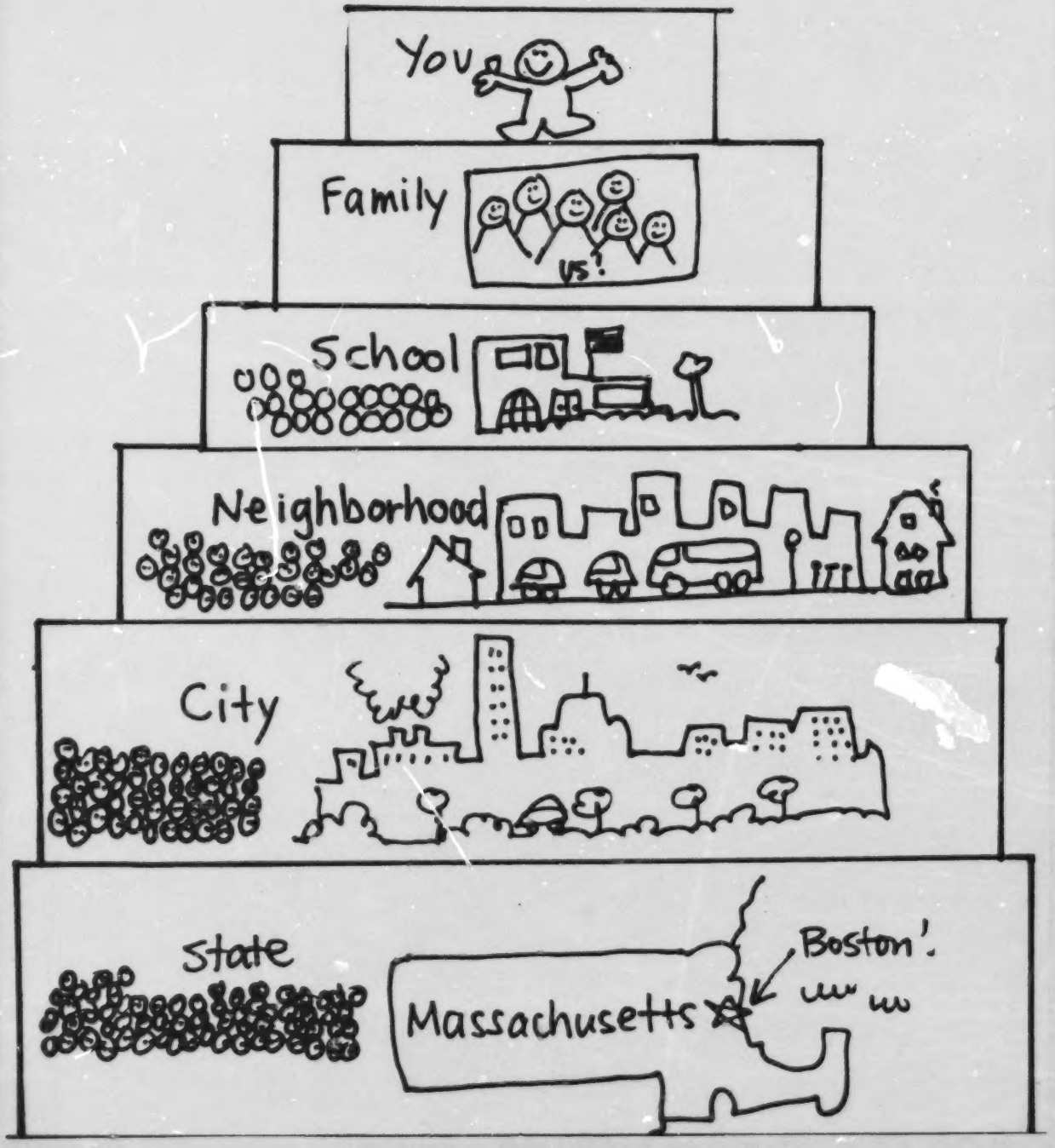
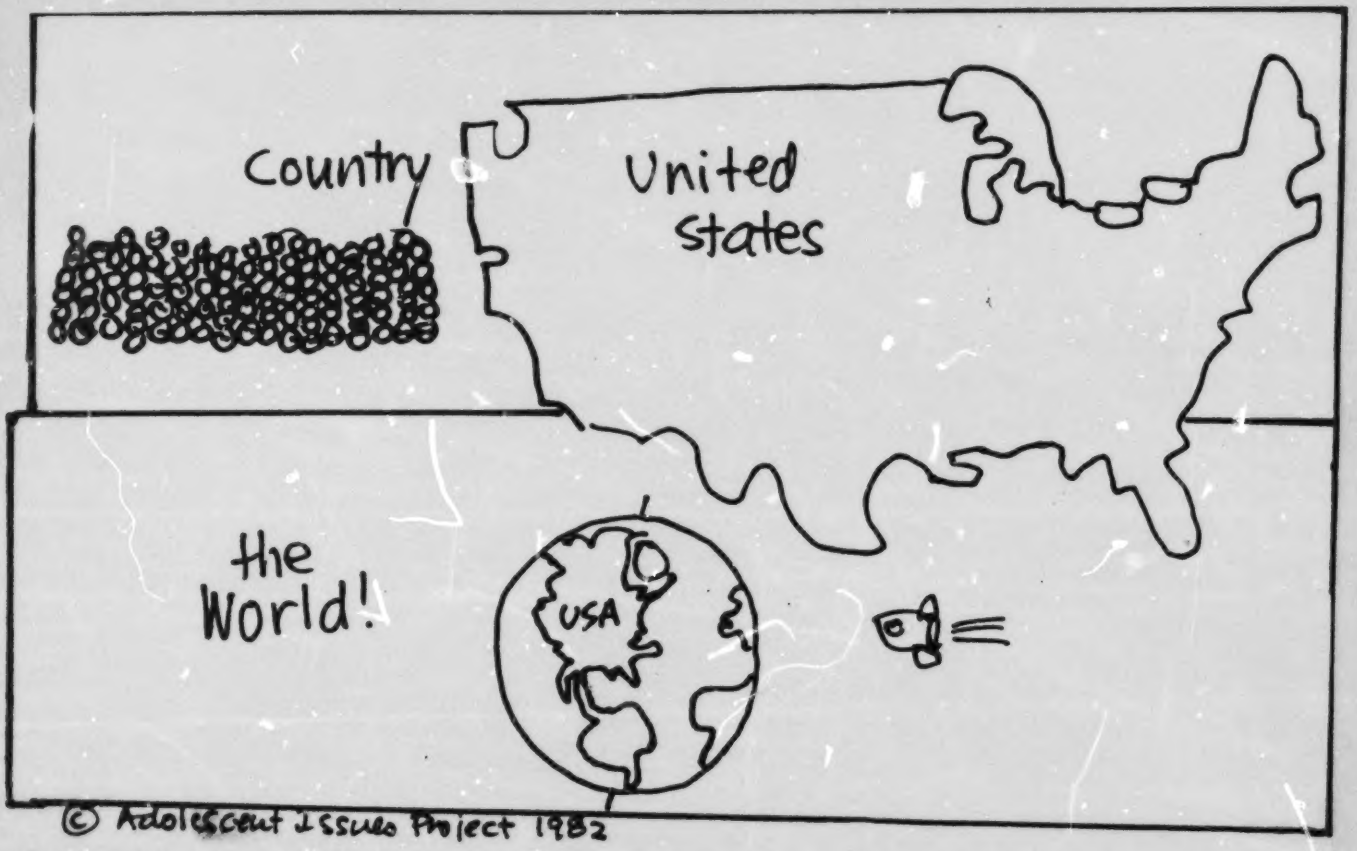
You Belong To...




Country
United states
the World!
USA
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lesson:

Making and Changing Rules

goals:

1. To help students understand that all groups have rules, that all people are governed by rules, and by the people who enforce rules (Information)
2. To rate groups according to the rules they make -- with a focus on criteria of fairness and helpfulness (Awareness).
3. To practice steps by which students can negotiate to change rules they think are unfair (Decisions)

activities:

INFORMATION

What Rules Govern Us?

(Brainstorm and/or Student Sheet)

AWARENESS

Rate the Group (Student Sheet)

DECISIONS

Case Studies: Changing Rules
(2 Student Sheets)

EVALUATE

materials:

Student Sheets:

(What Rules Govern Us)
Rate the Group
Case Studies
Things to Remember

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Notes for Teachers

LESSON: 2--Making and Changing Rules

PEOPLE AND THE GOVERNMENT

Lesson Goals. Making and changing rules is a crucial process for adolescents, especially as they learn to live and work in groups. Adolescents often feel that they have no voice or power over what happens to them -- in school, at home, or at work. On the other hand, they often have not learned how to successfully negotiate to change rules. This lesson is intended to provide awareness and practice in making and changing rules -- and to relate the content of the government class to real situations (in school, at home, and at work) where adolescents are faced with the task of changing rules they think are unfair.

Integrating the concepts and vocabulary of this lesson with other student activities (e.g., student council, community meetings, behavior management) will help strengthen the power of a decision-making model for students; it should also improve the motivation of the class, as they begin to understand how different groups make and change rules. Making and changing rules is a core concept for the curriculum units, and should be highlighted in each of the lessons which follow.

I. What Rules Govern Us?

The goal of this activity is to help students understand that all people in this society are governed by rules (at least in theory!). The lesson begins with students, and moves out toward various adult roles. It can be done as a brainstorm or as a student worksheet (included) -- depending on the language and writing skill levels of the class. The idea is to move through this exercise rather quickly -- so as to introduce the concept that everyone is governed by rules -- without getting bogged down in trying to remember all the rules that govern each of us.

Teacher Introduction: Rules don't come from nowhere. We have to learn about them and know how to change them.

1. Ask students to list some of the rules that govern them in school. Write these on the board.

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PEOPLE AND THE GOVERNMENT

2. Ask students if adults in school are also governed by rules. Pick an example (teacher, counselor, principal). Ask:

   a. What rules govern him/her?
   b. Who makes these rules?
   c. What would be the consequences of breaking any of those rules?
   d. How can that person change a rules she/he feels is unfair?

3. (Optional) Invite the person (teacher, counselor, principal) to visit the classroom. Ask them to talk about the rules they must follow in their job. How accurate were students' understanding of the rules that govern adults?

4. (Optional) Follow the same sequence for a civic worker -- policement, fireman, mayor.

II. Rate the Group: Are Rules Fair and Helpful?

The goal of this activity is to help students become aware of the kinds of rules that govern groups, and to evaluate those rules in terms of fairness and helpfulness.

Ask students to give some ideas about the meaning of the words, "Fair" and "Helpful".

Fairness: Does the rule protect the rights of each person in the group? Is there any one person treated differently from others?

Helpfulness: Does the rule help the group work together to accomplish common goals?

1. Use the student sheet: Rate the Group
2. Be sure to rate each group's rules on criteria of fairness and helpfulness.
3. Ask each student to rate the group privately -- without talking to others.

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4. Move quickly through the exercises.
5. Review responses as a group and then allow time for discussion and disagreement.
6. (Optional) Record class votes on the board, so as to collect a class evaluation of each group.
7. Remind students that rules need to be fair and helpful. (Optional) Pick a rule on this sheet that is not fair. Suggest an alternative rule.

III. Case Studies: Changing Rules

The goal of this activity is to provide practice in actually negotiating changes in rules, in a few different contexts. The cases should be role-played, and evaluated (see Program Manual) so students get a chance to actually practice the words and strategies they would use in negotiating.

If students need more help with this process, use the ideas on the Teacher Sheet (Things to Remember) and the 5 Steps (see Program Manual).

(Optional) Pick a rule (classroom, school, city). Try changing it. Be sure to suggest reasons why it should be changed, and alternatives.

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CHANGING RULES:
THINGS TO REMEMBER

If you want to get a rule changed, you need to negotiate with the people who made that rule, or who has the power to change it.

Here are some things to remember, when you negotiate about changing rules.

1. Talk to other people, members of the group. Find out if they agree with you and want to help you change the rule.

2. Put yourself in the other person's shoes.
   Think about the reasons why the rule was made.
   What problem was the rule supposed to solve?

3. Speak slowly and clearly. Listen to the other person's ideas.

4. Make a list of reasons why you think the rule should be changed.

5. Think about the way you think the problem can be solved without the rule you want to change.

6. Think of ways to convince the other perosn that the rule can be changed without causing new problems.

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WHAT RULES GOVERN US?

1. List 3 rules that govern you as a student in your school.

   1.

   2.

   3.

2. Choose an adult in the school.

   (Circle the one you choose: TEACHER COUNSELOR PRINCIPAL)

   List 3 rules that govern this person in your school.

   1.

   2.

   3.

3. Talk about some rules that govern a fireman or city worker.

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RATE THE GROUP

WHEN AND WHERE ARE RULES FAIR AND HELPFUL?

Here are ____ groups that have made a rule to deal with a certain situation. Rate each group. Ask: Is the rule fair? Is the rule helpful? Who does it help?

	Is it fair? Yes or No	Is it helpful? Yes or No
1. Mr. Borin has a rule that all male students must wear ties in cla		
2. A girls' dance group has a rule that all members need to wear the same color skirt at performances.		
3. A basketball team has a rule that no one should smoke cigarettes.		
4. A school has a rule that no students can smoke anywhere.		
5. A factory has a rule that all workers must wear safety equipment.		
6. A state has a rule that all workers must wear safety equipment.		

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RATE THE GROUP/2

	Is it fair? Yes or No	Is it helpful? Yes or No
7. A club has a rule that no one can have a job after school and be in the club.		
8. A city has a rule that all children must ride in car seats.		
9. A team has a rule that everyone must buy a uniform for $25.		
10. A state has a rule that all medicines must have child-proof caps.		

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CHANGING RULES

(Case Studies)

Here are some case studies of rules that should be changed. Role-play each case. Think about a strategy for changing each rule. Who should you talk to? What should you say?

1. The Uniform Rule

You belong to a group of boys and girls that play on a soccer team. Your coach thinks it would be a good idea for everyone to have the same uniform. She makes a rule that everyone must buy the uniform by next week. The uniform costs $25. You and two of your friends don't have that much money. You think the rule is unfair. How should you deal with this situation?

Who should you talk to? What should you say?

2. The School Lounge

Your school has a rule that only students older that 16 can use the Student Lounge. The lounge has a ping-pong and pool table, and a coke machine. You are 15. You think younger students should be able to use the lounge, too. You and one friend want to get the rule changed. How should you deal with this situation?

Who should you talk to? What should you say?

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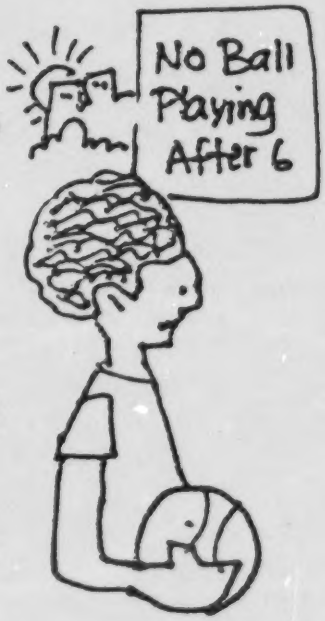
CHANGING RULES

CASE STUDIES/2

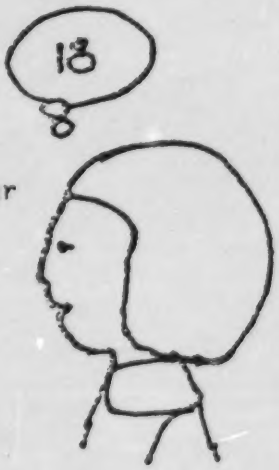
3. The Playground



The city has a rule that no one is allowed to play ball after 6:00 p.m. You think this is unfair, because in the summer it stays light and cool after 6. You want to get the rule changed. How should you deal with this situation?

Who should you talk to? What should you say?

4. The Drinking Age



Your state has a law that says only people over 20 can drink alcohol. You are 18. You think you are responsible enough to drink alcohol. Other kids in your high school feel the same way. They want to get the law changed. How should you deal with this situation?

Who should you talk to? What should you say?

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ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexuality
___ Job Preparation
___ Juvenile Law
___ People & the Government

Lesson # _____ Your Name _____

Your School _____

Date _____

1. Did you enjoy this lesson? Yes No Why? _____

2. Did the students enjoy this lesson? Yes No Why? _____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) _____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other _____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? _____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment _____

_____

Was it helpful? _____

_____

7. Was the Instructor Guide helpful? Yes No Why? _____

_____

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) _____

_____

Did the students participate in the activities? Yes No Why? _____

_____

_____

Can you specify any particular activity that you thought worked particularly well or poorly? _____

_____

9. What would you like to change about this lesson? _____

_____

_____

10. Other comments _____

_____

_____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? _____

_____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

lesson:

Elections

goals:

1. To provide basic information about how elections work (Information)
2. To increase students' awareness of how candidates campaign -- convince people to vote for them (Awareness)
3. To provide practice making decisions about candidates and their promises (Decisions)

activities:

INFORMATION

1. A. Election Information Sheet,

   or

   B. Classroom Election Collage

AWARENESS

2. Campaign Promises

DECISIONS

3. Elect a Candidate

   Campaign Statements

   Election Ballot

4. Evaluate the class

materials:

1. Election information sheet
2. Campaign Promises
3. Campaign statements
4. Election ballots

You need to collect: Collage materials.

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The major goal of this lesson is to help students understand and analyze how elections work -- especially how a candidate tries to convince the voter to choose him or her in the election. This lesson emphasizes perspective-taking skills (by asking students to take the perspective of a voter listening to a campaign speech, and of the candidate who is making the speech); and communication skills (by analyzing the arguments that candidates use to convince voters). However, it is also possible to explore alternatives (for example, alternative solutions to those proposed by the candidate) and consequences (for example, the consequences of believing everything a candidate says; the consequences of not voting, etc.) Finally, students will evaluate the candidates' promises through voting.

It is important to tie this lesson into any electoral process actually taking place in the school (for example, Student Council elections) or in the government (for example, through city or state elections). One way to do this is to invite a representative of a candidate in to speak to the class; or to use actual election ballots; or to prepare a mock debate espousing specific points of view.

1. Election Information Sheet or Collage

   A. For students who like to read and/or know facts, the Election Information Sheet can be used. This sheet includes questions about specific elections and issues, as well as some basic facts (for example, voting age, etc.) It can be used as a basis for homework assignments (for example, watching the evening local news to write down a candidate's name or an election issue).

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B. An alternative activity is to make a class collage about elections.

1. Collect newspaper articles, photos, editorials, and campaign literature related to current elections.
2. Divide the class into small groups of 2-3.
3. Ask each group to make a collage that shows:
   a. who is running for office.
   b. when the election is to be held.
   c. what issues or questions are on the ballot.
4. Compare collages and review issues.

2. Analyze a campaign speech

The goal of this activity is to listen to a candidate's promises, analyze the strategies he or she is using to convince the voter, and evaluate the candidate's proposals.

(Note: One way to introduce this activity is to play a tape of a real candidate's speech).

A. Use the student sheets. Ask for volunteers (2) to act out the candidate. These volunteers need to be willing and able to speak convincingly -- as if they were the candidate. Alternatively, the teacher can act out one candidate and invite another adult in to read the other candidate's statement.

B. BEFORE the speech begins, ask students to listen for:

1. promises and solutions to problems
2. promises that sound unrealistic
3. strategies the candidate is using to convince the voter.
4. consequences of the candidate's proposals.

C. Have each student ask at least one question of the candidate.

D. Review the question in #2 (above). What strategies does the candidate use?

E. Evaluate each candidate's statement as a group.

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3. Elect a Candidate

   A. Read the 2 campaign statements. Ask for volunteers or read them out loud to the class. Discuss the differences.

   B. Pass out the ballots. Remind students that they will vote privately -- for only one candidate.

   C. Each ballot contains a referendum question as well -- a question that asks the voters opinion about a specific subject.

   D. Collect and count ballots. Note the "Clerk of the Court" position -- a position which no one had any information about. Announce the winner.

   E. Discuss the reasons why students voted the way they did.

   F. (Supplemental): Discuss the referendum question if there is time.

4. Evaluate the class with students.

COMPLETE THE LESSON EVALUATION SHEET . . . . THANKS.

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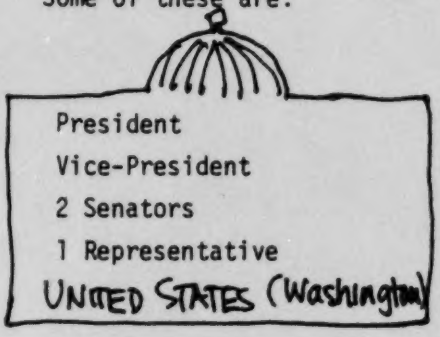
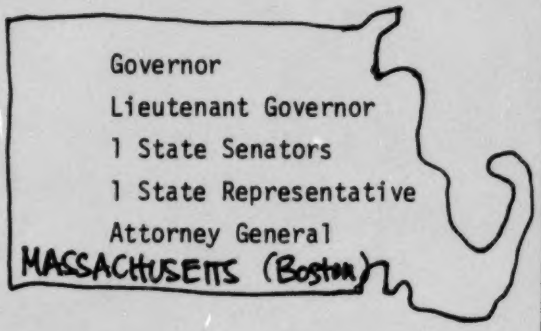
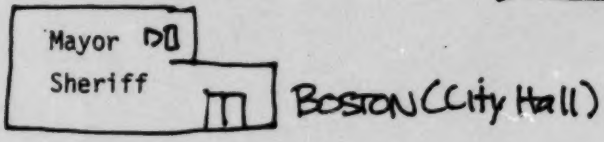
ELECTION INFORMATION SHEET

1. The Mayor of Boston is elected every 4 years.
2. The legal voting age in the United States is 18.
3. If you are 18 and a citizen, you have the right to vote for many different people who govern you. Some of these are:







4. A candidate has to spend money to get elected. What kind of things does a candidate spend money for?
5. A candidate uses media to convince voters to choose him or her. Can you list two kinds of media?

_____

_____

6. In order to run a campaign, a candidate must get money from people who agree with him or her. A candidate gets money from people, from companies, and from unions.
7. Campaigns cost alot of money. How much do you think Dukakis and King spent on their primary campaign? _____
8. Each citizen has a right to say what he or she wants from the government. One way to do this is to vote. If you don't vote, you give up one way to make things better.
9. Election Day is usually the first Tuesday of November.

Ans. 7) Dukakis and King each spent about 2 million dollars.

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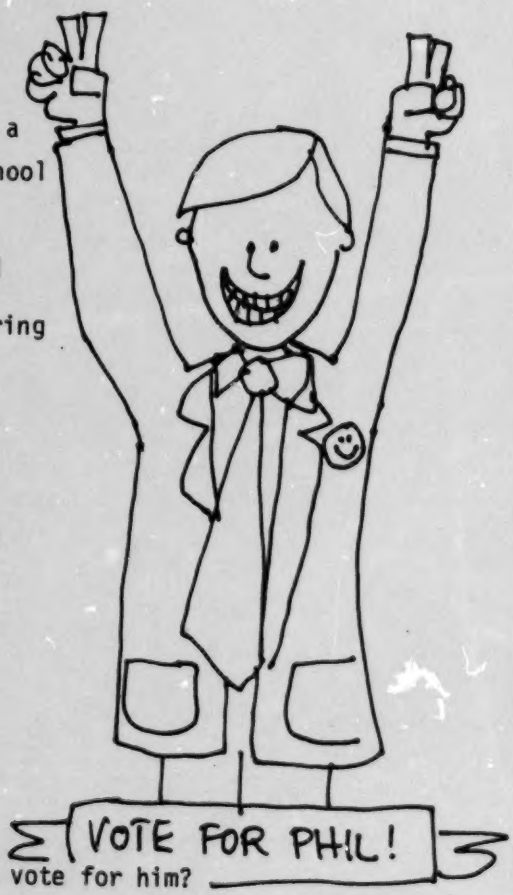
CAMPAIGN PROMISES

Hello friends. My name is Phil F. Promises, and I want to represent you in the State House. I know the things that make you mad. I know the things that make you glad. I'm young -- like you. I like music and making friends and going places. I know you are upset about three things: 1. having to go to school, 2. not being able to drive until you are 18, and 3. not having enough money. I promise to do something about all these things.

If you elect me I will promise to pass a law that says kids don't have to go to school after the age of 16. I will pass a law that says kids can drive at 16. And I will pass a law that says kids can work delivering packages around the city in cars at the age of 16.

A vote for me is a vote for money, jobs and freedom from school. Vote for me on election day, November 2.



What does he promise?

How does he look?

How does he try to convince you to vote for him?

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CAMPAIGN PROMISES

Hello, my name is Mary Likeyew. I have been working for 10 years in the State House. I know what it is like. I know how to get what I want. I can help you get what you want, too.

My opponent, Mr. Promises, is giving you a line. He knows he can't get laws like that passed. He knows no noe will vote for that stuff. He hasn't even worked in the State House at all!

But he does know about cars! When he was a teenager he got three speeding tickets in his senior year! And he skipped school 24 times when he was a senior! Do you want someone like that working for <u>you</u> in the State House?

I say NO! Vote for me! I have experience. I will do what <u>you</u> want me to do. Vote for me on Election Day.

<u>What</u> does she promise to do?

<u>How</u> does she look?

<u>What strategy</u> does she use to convince you to vote for her?

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Campaign Statements: You Vote

John Roebuck

My name is John Roebuck. I want to run for governor of your state. Here are the things I believe:

I believe there should be less taxes.

I say we should build more highways so people can drive to work easier.

I say we should spend less on education.

I believe there should be capital punishment.

I say government should be more honest.

If you vote for me, I will save you money and make your neighborhoods safe from crime.

Michael Kiwanis

My name is Michael Kiwanis. I want to be your governor. Here are the things I believe.

I say there should be less taxes.

I say we should build better subways so people don't have to drive their cars to work.

I think we should pay teachers more.

I think capital punishment is wrong. People who kill other people should be put in jail for life.

I say government should be more honest.

If you vote for me, your neighborhoods and cities will be better places to live.

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ELECTION BALLOT

Candidates for Governor (VOTE FOR ONE)

Michael Kiwanis ☐

John Roebuck ☐

Clerk of the Court (VOTE FOR ONE)

Stephanie Mills ☐

Tab Hunter ☐

REFERENDUM QUESTION (Vote Yes or No)

Shall the State of Massachusetts pass a law that makes the Death Penalty (Capital Punishment) a legal punishment for the crime of first degree murder?

Yes ☐

No ☐

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People and the Government

Lesson: CITY SERVICES

Goals:

1) To recognize services provided by city government (Information)

2) To evaluate services provided by the city government, and become aware of how to get services improved. (Awareness)

3) To practice making decisions allocating city resources to different services (Decisions)

Activities:

INFORMATION

1. Who provides what services? (student sheets)

AWARENESS

2. A. Rate your City (student sheet)

or ...

3. Design an Ideal City

DECISIONS

3. City Council Meeting

4. Evaluate the lesson

Materials:

Student Sheets (included)

Supplementary: People and the City: Needs and Services (Scott Foresman Spectra Program)

PEOPLE & THE GOVERNMENT: LESSON 4 (CITY SERVICES)

General Lesson Goals

This lesson is intended to help students begin to understand the kinds of services provided by city government, strategies for imoroving those services, and the ways in which elected representatives make decisions about allocating funds for various services.

The lesson includes attention to all 5 core skills (see Program Manual); taking the perspective of city councillors, thinking about alternative strategies to improve city services, communicating and convincing others, and evaluating the quality of life in the city.

Note that Activity 2 has two options, and that supplementary reading materials are provided for activity 3 in the book People and the City: Needs and Services.

ACTIVITY 1: Who provides what services?

A. Teacher introduction: In order to help students begin to think about city services, two situations are described. Use these situations as motivators and as an initial focus for discussion.

B. Use the student sheet "Who Provides What Services?"to help students distinguish between city services and private services, and to prepare for the activities which follow. Move through this exercise quickly. The student sheet can be read aloud or to the group, or it can be used as a matching exercise.

C. Review the information briefly - emphasizing the distinction between city and private services, and labelling the city agencies responsible for specific services.

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ACTIVITY 2: Rate Your City or Design an Ideal City

This activity has two options: the choice of activity depends on teacher and student interest, as well as the "learning style" of a specific group of students.

Teacher Introduction: The teacher should introduce the activity by asking "What kinds of things does a city need in order to be a nice place to live?" Prompt with ideas like parks, schools, good housing, mass transportation, safe streets, etc. Then tell students this activity will give them a chance to either (a) rate their city, or (b) design an "Ideal" city.

A. Rate Your City: The student sheet is a list of services provided by a city government. Students should rate how well their city provides these services, in their neighborhood. For example, are there enough parks? Are the parks clean and safe? Are there day care centers?

The second part of this activity asks students to develop a strategy for improving a particular service.

The class can break up into small groups (2-3 students), with each group focusing on one service; or the whole class can develop a strategy for improving one service. The goal is to think about alternate strategies, and to communicate these with others - thereby practicing collaborative problem-solving skills.

B. Design an Ideal City. As on option (or follow-up) students can design an ideal city. They should think about questions like the following:

What kinds of homes should people have? Apartments? Single Family? Close together?
What kinds of services should neighborhoods have?
How many school should there be?
How many and what kind of parks should there be?
What kind of public transportation would they have?
Would there be factories in the city?
Would they need police and fire protection?

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Students can draw out ideas for architecture, lay-out, size, etc. They can create an Ideal government.

ACTIVITY 3: CITY COUNCIL MEETING

The goal of this activity is to give students practice in making reality-based decisions about allocating limited city resources; to balance needs and consequences; and to become aware of how individuals vote to protect their own interests as well as the common good.

The student sheets include all the information needed for the role-play activity. Four students should volunteer to be specific councillors; the other students can listen and vote.

Emphasize making decisions, developing strategies, and convincing others - rather than the specific math involved in the budget. Allow students to talk about the value questions involved - e.g., day care vs. baseball park. Encourage students to come to a group decision through voting.

Use the student materials to help structure the activity, but feel free to let students shape the interaction.

Supplementary materials (e.g., newspaper articles, and more elaborate role-lays) can be found in People and the City: Needs and Services (Scott Foresman Spectra Program).

ACTIVITY 4: EVALUATE THE CLASS

Please be sure to ask students to evaluate how well they worked together, and how much they enjoyed the activities.

Please complete the lesson evaluation form. Thanks.

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WHO PROVIDES WHAT SERVICES?

One night Mrs. Miller wakes up because she hears a loud noise outside. She looks out the window and sees a huge tower of water coming out of the front sidewalk! The water pipe coming into her home has broken!

Who should she call? (choose one)

Her plumber City Water Department

Mr. Bernardo is unhappy because the light in the hall of his apartment house has been out for 6 months and the railing is broken on the stairs. He has talked to his landlord but nothing has been done. Who can he call to get help?

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WHO PROVIDES WHAT SERVICES? (pg. 2)

People need lots of different services. Some services we buy. Others we get from the city; we pay for these with our taxes. Everyone in the city has a right to the services provided by the city.

1) Here are some city services. Match the service with the city department that should take care of it.

Prevent and put out fires	Health Dept.
Protect tenants from unsafe apts.	School Committee
Keep playgrounds and parks open and safe	Dept. of Public Works
Stop discrimination	Fire Dept.
Decide what gets taught in schools	Parks and Recreation Dept.
Deal with businesss who cheat people	Civil Rights Office
Fix and put up traffic signals	Consumer Protection
Check Restaurants for cleanliness	Building Inspector

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RATE YOUR CITY

The city government is supposed to provide services for people who live in the city. How well does your city provide these services?

Think about your neighborhood. Rate the services you get from the city.

	Good	Fair	Poor
Police Protection			
Fire Protection			
Schools			
Sanitation			
Public Transportation			
Streets			
Parks			
Day Care			

2) Choose one area that you think needs the most improvment. What strategy would you use to get services improved? Who should you call to get better services?

Role-play a telephone conversation with a city department. What will you say? How will you get services improved?

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CITY COUNCIL MEETING

The City Council often has to decide how to spend money for different services. They have to think about what people want, listen to what people say, and then decide. Here is a case study. Read the information, choose a role and make a decision.

What should we spend?

The City Council has $500,000 to improve services. Council members have made this list of services that need to be improved:

	COST
1. The City Hospital needs 20 more beds and 4 nurses to take care of sick people.	$ 50,000
2. The baseball stadium needs repair and 100 new seats in the bleachers.	200,000
3. The Children's Home will close unless it gets repairs - and children without parents will have no services.	120,000
4. The Science Museum can add a new section with matching funds from a donor.	100,000
5. City police want pay raises or they will strike.	200,00
6. The subway system needs repair.	300,000
TOTAL NEEDED:	$970,000
TOTAL AVAILABLE:	$500,000

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CITY COUNCIL MEETING

Who Will Vote? (Choose a Role)

Mr. Hamner lives in a nice part of the city. He has no children. He drives to work each day. He is afraid there is too much crime in the city. What will he vote for?

Ms. King lives in a section where lots of people ride the subway to work downtown. She has 12 grandchildren. What will she vote for?

Mr. Martin lives near the poorest section of the city. Everyday he drives through there on his way to work. He sees lots of kids out in the streets without parents. He is concerned about poor people not getting enough services because they don't have enough money. What will he vote for?

Ms. Blank lives near Mr. Hamner. She rides the subway to work each day. She thinks city workers get paid too much. She loves baseball and children. What will she vote for?

1. Choose a role.
2. Try to convince others that you are right.
3. Vote on one of the two proposals on the next page.

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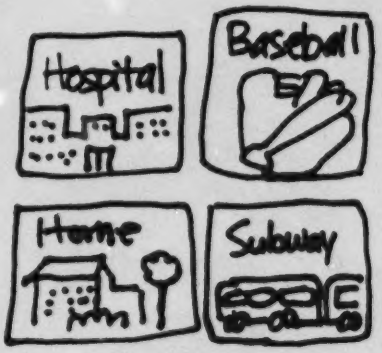
CITY COUNCIL MEETING

TWO PROPOSALS

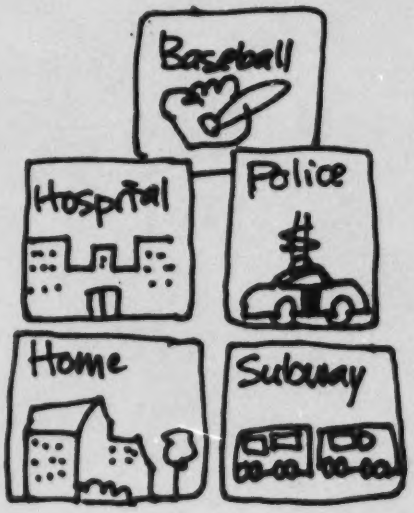
Ms. Blank makes the following proposal:

City Hospital gets	50,000
Baseball stadium gets	200,000
Children's Home gets	50,000
Subway repairs get	200,000
TOTAL	500,000



Mr. Martin makes this proposal:

City Hospital gets	50,000
Children's Home gets	120,000
City Police get	100,000
Subway repairs get	200,000
Baseball stadium gets	30,000
TOTAL	500,000



Vote for one proposal, or make amendments.

BLANK_____ MARTIN_____

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People and the Government

Lesson: 5: State Government

Goals:

1. To learn about state laws that affect adolescents (information)
2. To become aware of how state laws are changed (awareness)
3. To practice making decisions about state laws (decisons)

Activities:

INFORMATION

1. What state laws affect you?

AWARENESS

2. How is a state law passed?
3. Debate a law

DECISIONS

4. Referendum Ballot
5. Evaluate Lesson

Materials:

Student Sheets (enclosed)

Newspaper articles relevant to referendum questions

People and the Government Lesson 5: State Government

The major goal of this lesson is to provide some basic information about how state government and state laws affect adolescents -- using the examples of juvenile laws, drivers license, legal drinking age, and voting age. The second goal of the lesson is to increase students' awareness of how state laws are made and changed -- both through legislative and referenda processes.

The core skills emphasized in this lesson are: alternative and consequential thinking, communication skills, and evaluating arguments for and against referenda questions.

There are some very nice supplementary activities possible in the context of this lesson, including a field trip to the State House, a visit from a state legislator, newspaper collages and letter-writing related to current state laws and referenda.

1. What state laws affect you? (Information)

This activity presents several case studies in which teenagers are affected by state laws. The case studies used involved legal drinking age, legal driving age, possession of marijuana, and the "status offense" under juvenile law which is called a "runaway." Each of these laws are laws made by state legislators -- that is, the laws are different from state to state.

The goal of this activity is to spark students' interest in the relevance and power of state laws in their lives -- and to practice anticipating the consequences of different state laws, and to begin to talk about strategies for changing state laws.

Answers to Questions Possession of a small amount of marijuana by a minor leads to probation. Running away is a status offense against the juvenile law code in Massachusetts.

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2. How is a state law passed? (Awareness)

The goal of this activity is to help students understand how a bill becomes a law. Although this information is itself worth knowing, the most important reason for talking about it is to help students understand how they can begin to affect the legislative process -- especially through contact with legislators. Secondly, the activity helps students learn that laws (rules) are created through a process -- and that they can use a similar process to develop rules to govern their own (school) community.

Ask students if they know how a law is made? Can they list the steps? Who makes laws to govern the state?

The flow chart (student handout 2) describes the process. Students may read the chart, or you may want to review it as a group.

3. Debate (Awareness)

One way to make the legislative process more interesting is to have a class debate on a referendum question. Student handout #3 provides two possible examples. This activity is a good lead-in to the next part of the lesson -- voting on referendum questions. Use the debate to emphasize: the strategies used to convince others, the consequences of a decision (yes or no); communication skills; and taking the perspective of others on an issue.

4. Referendum (Decisions)

After students have debated one or two of the referendum questions in activity 2, pass out a ballot with actual referendum questions on it. Draw the referendum questions from topics that are currently being debated -- in the media or in the legislature -- or which are "controversial" issues relevant to students' lives (e.g., drinking age, driving age, penalties for

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drunken driving, etc.)

Give students time to vote on the questions. Collect the ballots and ask someone to volunteer to count the votes. Post these on the board.

Discuss the votes, and focus on reasons why people voted. Compare class votes to results from the general population (either through comparison with actual referendum votes or newspaper polls.) One follow-up activity is to bring the referendum ballot home, ask parents and/or relatives to vote, and compare results with the class vote. Students should have the opportunity to think about and defend reasons for their votes; and to talk about the consequences of the class's decision.

5. Evaluate the lesson.

Ask students what they learned, how much they enjoyed the activities, what they would change about the lesson. Complete the lesson evaluation included in the lesson. Thanks.

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WORDS TO WATCH

Deposit

execute

governor

legal

license

marijuana

nuclear power plant

penalty

possession

religious

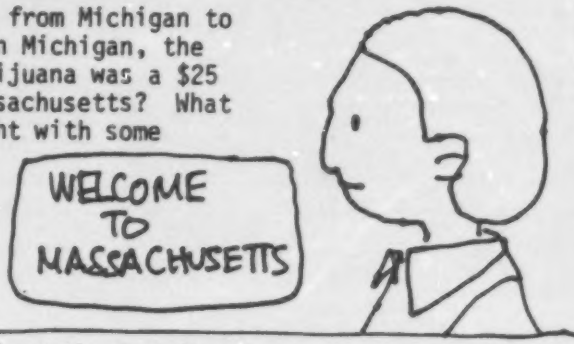
representative

1. WHAT STATE LAWS AFFECT YOU?

(1) Bobby Joe is 15 and he just moved from Montana to Massachusetts. In Montana, he could drive a tractor and a pickup truck. Can he drive in Massachusetts? Yes No

(2) Barbie is 19. She lives in New York. In New York you can drink beer when you are 18. She and some friends drive to Massachusetts with some beer to party in the woods. Can she be arrested in Massachusetts? If she is stopped by the police what should she say? (Role play)

(3) Eddie is 15 and he just moved from Michigan to Massachusetts. In his city in Michigan, the penalty for possession of marijuana was a $25 fine. What is the law in Massachusetts? What should Eddie do if he is caught with some marijuana?



(4) Is running away from home against the law for someone who is 15 years old? Yes No

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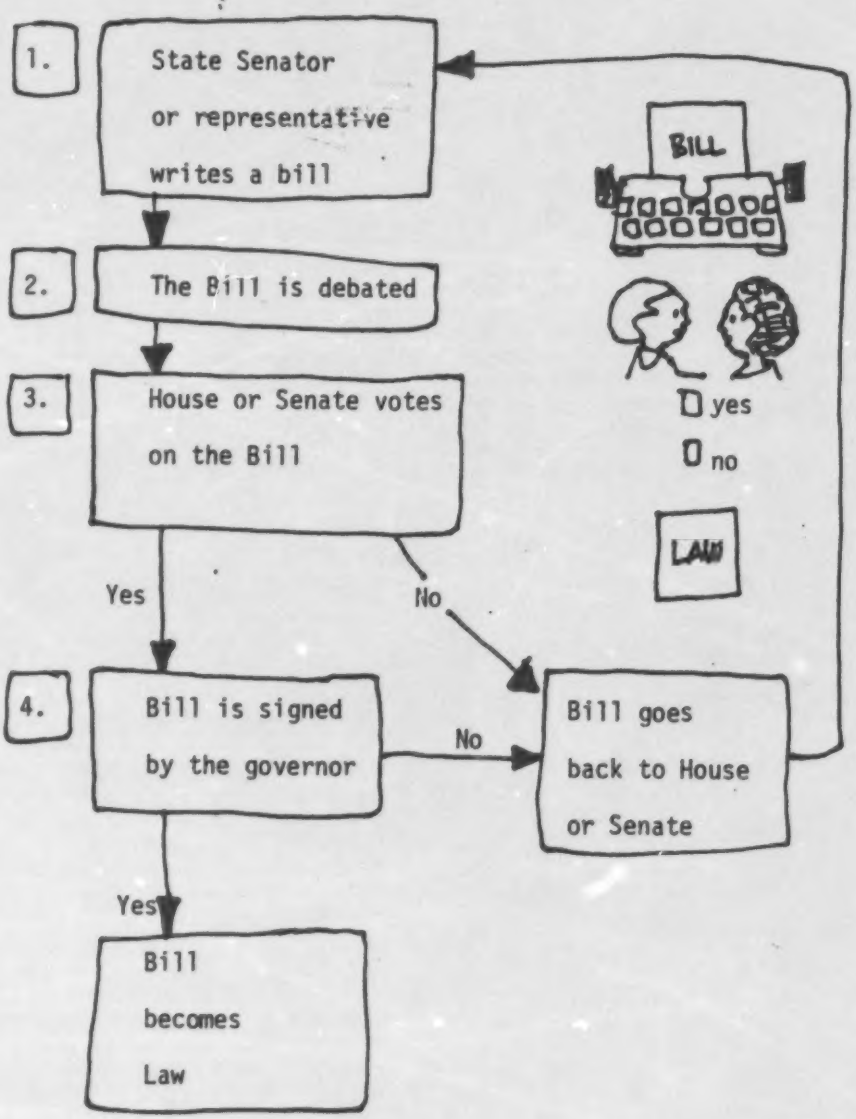
2. HOW IS A STATE LAW PASSED?



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3. DEBATE A LAW

Read the reasons, role play the debate

1. Stiff Penalties for Drunk Drivers

Will you vote for a law that says a drunken driver has his license taken away at the first offense, and must spend 1 week in jail?

Pro (For the Law)

1. Drunk drivers kill
2. Drunk drivers will drink again.
3. Stiff penalties will stop people from drinking

Con (Against the Law)

1. People need to drive to work
2. Lots of people drive drunk and don't get caught
3. Don't take the license on the first offense
4. Pay $500 fine instead

2. Lower the Driving Age to 16 (it is now 18)

Will you vote for a law to lower the legal driving age to to 16 in Massachusetts?

Pro (For the Law)

1. Kids grow up faster
2. Kids need to drive to get jobs
3. Age doesn't matter as long as you can pass the test
4. Other states let kids drive at 16.

Con (Against the Law)

1. Kids are not responsible
2. Kids can't afford cars anyways
3. Kids shouldn't work at 16 anyway
4. Too many people drive already.

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4. Referendum Ballot

VOTE YES OR NO ON THESE QUESTIONS.

	Yes	No
1. Should the legal drinking age be lowered to 18?		
2. Should teenagers be allowed to get a license at age 16?		
3. Should the legal voting age be lowered to 16?		
4. Should state tax money be used to pay for private and religious schools?		
5. Should the state be allowed to execute people who are convicted of murder?		
6. Should the state pass a law that all bottles must be "deposit" bottles and be returned to the sotre.		
7. Should the state allow more nuclear powere plants to be buiit?		

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ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexuality
___ Job Preparation
___ Juvenile Law
___ People & the Government

Lesson # _____ Your Name _____

Your School _____

Date _____

1. Did you enjoy this lesson? Yes No Why? _____

2. Did the students enjoy this lesson? Yes No Why? _____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) _____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other _____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? _____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment _____

_____

Was it helpful? _____

_____

7. Was the Instructor Guide helpful? Yes No Why? _____

_____

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) _____

_____

Did the students participate in the activities? Yes No Why? _____

_____

_____

Can you specify any particular activity that you thought worked particularly well or poorly? _____

_____

9. What would you like to change about this lesson? _____

_____

_____

10. Other comments _____

_____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? _____

_____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

Lesson: 6 The U. S. Constitution

Goals:

1. To provide basic information about the goals and historical development of the U.S. Constitution.
2. To increase students' awareness of the Constitution as a document that protects citizens' rights, through focus on the Bill of Rights (awareness)
3. To use the Bill of Rights as a source of case studies in making decisions about current social issues. (Decisions)

Activities:

INFORMATION

1. Introductory Sheet: "Your Rights in 1981 and 1776.
2. The U.S. Constitution Some Basic Information

AWARENESS

3. Citizens' Rights, Student Poll

DECISIONS

4. Whose Rights? You decide
5. Evaluate the lesson

Materials:

Student Sheets (included)

U. S. Constitution

General Goals of the Lesson

Many adolescents do not have basic information about the U.S. Constitution -- the founding document for our government. This document was a very new approach to government -- replacing monarchy with a contractual agreement among individuals. The Constitution is also the basis for many of the rights and responsibilities which adolescents deal with -- including legal rights, voting rights, military service, and protection against discrimination. Finally, the Constitution is one model that students can use to develop self-government.

The goals of this lesson are primarily informational and awareness-building. The first two activities build on perspective-taking skills -- by asking students to think about living in 1776, and comparing rights then with citizens' rights today; these activities also provide some basic information about the Constitutional Convention of 1781. Activity 3 focuses on consequences of the Bill of Rights; Activity 4 on evaluating the competing rights of individuals and groups as protected by the Bill of Rights -- using the case studies of police search and excessive bail.

1. Introduction: Your Rights in 1981 and 1776.

This activity is intended to spark students' interest in the lesson, and to provide an historical framework from which to begin talking and learning about the Constitution.

A. The teacher should begin by asking students the questions on the sheet (each of which refers to a basic right in the Constitution.) Then ask students to guess whether they would have the same right in 1776 -- before the Revolutionary War.

B. Use this activity as a springboard to talk about the significance of the change from a monarchy -- (where a king and his designates made all the rules), to a constitutional democracy -- where citizens elect representatives who help make rules.

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C. Note: There are many possible directions in which this discussion can go -- for example, into an exploration of the balance of powers (legislative, judicial) and its role in protecting citizen rights. Teachers should feel free to explore these issues -- through activities like guest speakers, newspaper activities, or supplemental reading.

2. The U.S. Constitution: Some Basic Information

This sheet introduces some basic names and dates relevant to the U.S. Constitution. It focuses on the tasks facing the framers of the document, and some of the decisions they had to make. Again, it is intended to help increase students' awareness of the contractual nature of the Constitution -- and the problems facing those who chose to develop this form of government.

Students can read the material silently or as a group. Review questions can be developed to cover the basic information. Supplemental information is available in a number of basic tests, including:

Lawmaking (Riekes & Ackerly) West Publishing, N.Y., 1980.

Street Law West Publishing, N.Y., 1980.

3. Citizens' Rights: Student Poll (Awareness)

This activity lists several of the first ten amendments to the Constitution (which form the Bill of Rights) as an opinion poll. Students should fill out the poll -- preferably without sharing or discussing opinions. Review student responses and then discuss the actual amendments which cover those rights. Find out how many students agree with the framers of the Constitution -- how many would vote for the Bill of Rights if it came up today. Remind students that we take these rights for granted -- but that before 1781 they were not protected by law.

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A supplementary activity might be to explore several other amendments ("Prohibition", No. 18; "Voting Rights", No. 24).and discuss their importance to people today. A guest speaker (e.g., from the ACLU) is another possible supplementary activity.

Note: This activity reviews concepts from Activity 1. If time is short, go on to Activity 4 (Case Studies).

More information on legal rights can be found in:

You Can Change the Law (Seagraves & McDaniel) Fearon Pub., Belmont, CA. 1973.

Juveniles Have Rights Too (Seagraves & McDaniel) Fearon Pub., Belmont, CA. 1973.

Lawmaking (Riekes & Ackerley) West-Pub. Co., N_Y., 1980.

4. Whose Rights? You Decide! (Decisions)

This activity asks students to make a decision about two case studies where rights come in conflict.

Case A involves the protection against unreasonable search & seizure. The conflict is an important constitutional confrontation between the rights of the individual and the rights of society.

Case B involves the protection against excessive bail. It uses a robbery suspect (rather than murder suspect) as a case to evaluate the competing rights of the accused to be free before trial vs. the rights of the community to be protected from crime. It is useful to tie this discussion into current issues in the newspaper -- and to talk about fairness issues (e.g., rich people can afford high bails, poor people cannot).

For more information about legal rights, see

You Can Change the Law & Juveniles Have Rights Too.

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5. Evaluate the Lesson

Focus on whether students learned anything new about their rights as citizens, and/or about competing rights in our society. Ask for suggestions about how to improve the lesson. Please fill out the lesson evaluation. Thanks.

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1. Your Rights in 1981 & 1775.

ANSWER KEY

	1981	1775
1. Speech	Yes	No
2. Religion	Yes	No
3. Right to bear arms	Yes	Yes
4. Can police search your home?	No	Yes
5. Can you be forced to confess in court?	No	Yes
6. Double jeopardy	No	Yes
7. Jury trial	Yes	No
8. Pre-trial imprisonment	No	Yes

There are some situations where a suspect is kept in jail -- either because he or she can not raise bail (see Activity 4) or because a judge is especially concerned about the consequences of pre-trial release. This question is more ambiguous than the others and more open to judicial discretion. It is also a good discussion starter.

Extend this to include the right against self-incrimination -- that is, you can't be forced to testify against yourself in court.

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WORDS TO WATCH

bail

client

Constitution

dishonest

evidence

government

jury

legal

obey

Philadelphia

representative

warrant

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YOUR RIGHTS IN 1981 and 1776

Here are some legal rights. Are they different now than in 1776?

	1981	1775
1. Can you make a speech saying the government is dishonest?		
2. Can you join any church you want?		
3. Can you own a gun?		
4. Do you have to let the police into your house anytime they want to come in?		
5. Can you be forced to confess to a crime in court?		
6. Can you be tried twice for the same crime?		
7. Do you have the right to a jury trial?		
8. Can you be kept in jail while you wait for a trial?		

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THE U.S. CONSTITUTION

In 1776 the King of England made all the rules to govern people in America. No one voted. No one could meet or speak or write against the king. Soldiers could enter anyone's home whenever they wanted. People had to pay taxes without any right to vote on how the money was spent.

Many people thought this was not fair. They decided to protest. They wrote letters. They dumped tea into Boston Harbor. They chased the king's tax collectors out of town. When nothing changed, they had a big meeting and said they would no longer obey the laws of the king. They said they were free to make their own rules. They called themselves the United States of America.

The king sent soldiers. After years of fighting, the king agreed that the people in America could make their own rules.

Now the people had to make a decision: how should they make the rules to govern themselves? What kind of government could they have instead of a king? To solve this problem they had another big meeting in Philadelphia. People elected representatives to go to the meeting. The representatives talked and argued for many months. Some of the leaders of this meeting were George Washington, Benjamin Franklin, Thomas Jefferson and James Madison.

These men tried to write rules that would protect their rights. Not everyone's rights were protected -- no women, no Black people, and no American Indians were at the meeting. But the people at the meeting

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did make a new set of rules to govern them. It said that people had the right to meet and talk about their rules. It said people could change the rules by voting. It was a new kind of government.

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CITIZEN'S RIGHT

STUDENT POLL

Do you think a citizen should have these rights? Mark YES or NO.

	YES	NO
1. The right to meet or make speeches that say the government is dishonest.		
2. The right to sell magazines about sex.		
3. The right to start their own church.		
4. The right to own a gun.		
5. The right to say the police cannot come into their home without a legal warrant.		
6. The right to a trial with a jury.		
7. The right to refuse to confess to a crime.		
8. The right to go free after they are arrested while they wait for a trial.		
9. The right to choose which public school they attend.		

Choose one of these rights. Talk about the consequences of that right.

Talk about what might happen if people did not have that right.

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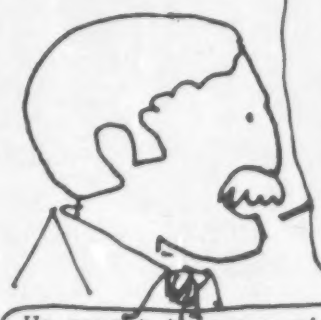
WHOSE RIGHTS? YOU DECIDE!

Here are two cases that have to do with legal rights. Read each case. Role-play the arguments. Then decide who is right.

Case A - The Stolen Tape Deck:

One night the police chased a man who they saw running away from a record store. He ran into his house. The police went in after him. In his house, they found 4 tape decks that were stolen. They arrested him and took him to jail. His lawyer said they have to let him out. The prosecutor said no.



My client should go free. The police did not have a warrant to go into his house! They have no right to go in anytime they want! The tape decks were his property. The police should not be able to use them for evidence. My client should go free because of the 4th Amendment to the Constitution.

We caught this man with stolen property. We didn't have time to get a warrant. He could have gotten rid of the tape decks before we got back. If we have to wait every time we chase a crook, no one will ever go to jail. This guy is a thief and he knows it. Let him stand trial, but let us arrest him now.

Should the man be let free? Yes_____ No_____

Is the evidence (tape deck) legal? Yes_____ No_____

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Case B - Bail:

Mrs. Kelly was accused of using a stolen credit card. Her lawyer wants to set bail at $100. The prosecutor wants to set bail at $1,000.

My client should go free on bail of $100. Anything more is not fair. Mrs. Kelly is not rich. She can't afford a high bail. She has not been found guilty of a crime, so she should not be in jail until her trial. If she were rich, she could walk out of here free because she could pay the $1,000 bail fee! That's not fair! I say she should be free until her trial.

Mrs. Kelly is a danger to others. If she is free she will use other credit cards to rip off other stores. She has done this before. She has no family. Why not let her stay in jail until her trial? If she were honest, she could raise the bail. I say set the bail high so people will be safe from Mrs. Kelly.

You Decide: Is $1,000 bail fair? Yes____ No____

Should accused people be free before trial? Yes____ No____

Should anyone be kept in jail before trial? Yes____ No____

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ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexuality
___ Job Preparation
___ Juvenile Law
___ People & the Government

U.S. Constitution

Lesson # 6 Your Name _____

Your School _____

Date _____

1. Did you enjoy this lesson? Yes No Why? _____

2. Did the students enjoy this lesson? Yes No Why? _____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) _____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other _____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? _____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment _____

_____

Was it helpful? _____

_____

7. Was the Instructor Guide helpful? Yes No Why? _____

_____

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) _____

_____

Did the students participate in the activities? Yes No Why? _____

_____

_____

Can you specify any particular activity that you thought worked particularly well or poorly? _____

_____

9. What would you like to change about this lesson? _____

_____

_____

10. Other comments _____

_____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? _____

_____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

People and the Government

Lesson: 7 The Supreme Court

Goals:

1. To provide basic information about the the Supreme Court.
2. To increase students' awareness of how courts affect people. (Awareness)
3. To practice making decisions by examining an actual court case. (Decisions)

Activities:

INFORMATION

1. Do You Know Your Rights?
2. The Supreme Court

AWARENESS

3. Court Cases: Agree or Disagree

DECISIONS

4. You Decide
5. Class Evaluation

Materials:

Student sheets (included)

Supplementary: You Can Change the Law
Fearon-Pittman
The American Legal System:
Unit III: Law & Social Change
Ginn and Company

Notes for the Teacher

The first goal of this lesson is to increase students awareness of the role of the Supreme Court in protecting certain rights which we take for granted. The second goal is to provide students with an opportunity to decide on a current case to be heard by the Supreme Court -- the exclusionary rule, which bans certain kinds of evidence from the courtroom (see Activity 4).

The core skills emphasized in this lesson are: perspetive-taking (thinking about how life would be different without certain kinds of legal safeguards; looking at a problem from a judge's point of view); consequential thinking; communication; and evaluation (see especially Activity 3).

The activities in this lesson may raise questions that require a substantial amount of legal knowledge. Although the goal of the lesson is to introduce topics about courts and government, students may want to follow up on specific issues of interest -- either through phone calls, visits, or guest speakers.

One note of caution: it is important to maintain a balance between "completing" the lesson (that is, exposing students to a range of issues) and following up on specific questions. There is no pat answer to this, but the teacher should be aware of time limits and prioritize goals.

1. Do You Know Your Rights?

This exercise is designed to introduce students to the role of the Supreme Court in their lives -- especially in safeguarding rights that we may take for granted. Each of the rights listed in this exercise derives from a Supreme Court ruling.

As you read each statement, ask students if they think each law is <u>fair</u> -- should police be able to search for evidence without a warrant? should a city be allowed to ban books from the school library? Emphasize that different people have different opinions about these issues; review the court's decision in each case.

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Here are the actual decisions in each case:

1. Forced confession? No (Miranda vs. Arizona)
2. Use evidence seized without a warrant? No (Mapp vs. Ohio)
3. Teachers lead school prayer? No
4. City ban any book it chooses? No
5. State have separate schools? No (Brown vs. Board of Ed.)
6. Sit in the back of the bus? No
7. Tenant refuse to pay rent? Yes
8. Juvenile have right to a lawyer? Yes (Gault vs. Arizona)
9. Right to free lawyer? Yes (Gideon vs. Wainwright)

2. The Supreme Court

This activity provides some basic information about the history, make-up, and role of the Supreme Court. It emphasizes the court's role in evaluating the fairness of laws, and protecting the rights of citizens.

3. Court Cases: Agree or Disagree

Thsi exercise provides stuents with an opportunity to review and evaluate some important Supreme Court decisions. The list is not exhaustive; students who are interested in these issues can use reference materials to explore other decisions.

As you read through each decision, ask students if they agree or disagree with the court. Ask for reasons -- encourage discussion about fairness (for the individual and society); consequences (for the individual and society); and alternatives if they disagree with the decision of the court..

4. You Decide

This exercise presents a case to be heard soon by the Supreme Court. It involves the exclusionary rule. This rule states that evidence illegally obtained (for example, through a search without a search warrant, or an illegal wire tap) is

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not admissable in court. Critics say the law should be changed because it protects guilty criminals -- and punishes police if they make an honest mistake or are not scrupulous about legal technicalities. Supporters of the rule say it is needed to protect the privacy of innocent people -- even at the cost of occasionally letting an innocent person go free. The issue is complex; the exercise simply introduces some of the arguments and encourages students to be aware of a developing controversy.

The activity is designed as a brief role-play. At the end, the class should vote as a group -- to keep the rule, overturn it, or change it in some way.

5. Evaluate the lesson

Emphasize whether students enjoyed the activities; learned something new about the law and their rights; came to a group consensus about the role-play decision.

Please complete the lesson evaluation form. Thanks!

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1. DO YOU KNOW YOUR RIGHTS?

	YES	NO
1. Can the police force you to confess to a crime without a lawyer present?		
2. Can the police use evidence they seized without a search warrant?		
3. Are teachers allowed to lead students in school prayer?		
4. Can a city ban any book it wants from a school library?		
5. Can a state have separate schools for children with different color skin?		
6. Can a bus driver make someone sit in the back because of the color of his skin?		
7. Can a tenant refuse to pay rent in Massachusetts if his apartment is not fit to live in?		
8. Does a juvenile have the right to a lawyer, just like an adult?		
9. Does everyone have the right to free legal defense?		

Each right is now protected by a Supreme Court ruling made within the last 40 years. Before 1950, most of these rights were not protected by the law.

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2. THE SUPREME COURT

In 1789, the United States Constitution called for a court that could make decisions about the fairness of all laws in the country. This court is called the Supreme Court of the United States.

The Supreme Court now has nine judges. Each judge is a lawyer. Most of the judges have worked in other courts before being named to the Supreme Court. Their job as a Supreme Court Justice is to listen to cases that have been appealed from other courts.

The Supreme Court tries to evaluate the fairness of laws. If a city or state passes a law that someone thinks is unfair, that law can be challenged in court. The challenge can be taken as high as the Supreme Court. Here are some laws that have been changed by the Supreme Court:

1. A law saying Blacks must have separate schools and restrooms.
2. A law saying the police can force a confession without a lawyer present to protect the accused.
3. A law saying the school day must begin with a prayer.
4. A law saying juveniles do not have the right to a lawyer.
5. A law saying the state can execute someone convicted of murder.

In each case, the nine judges vote on the decision. If the Court decides a law is not fair, or is against the Constitution, the law must be re-written or changed. In this way, the Court has helped change the laws that govern us.

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3. COURT CASES: AGREE OR DISAGREE

Here are 8 actual Supreme Court cases.
You decide if you agree or disagree with the court's decision.

	AGREE	DISAGREE
1. Segregated (separate) schools for Black and White children are illegal. (Brown vs. Board of Education, 1955)		
2. Evidence seized without a search warrant can not be used in court.		
3. It is illegal for the police to force an accused person to confess to a crime without a lawyer present.		
4. A city can not remove any book it wants from a library shelf.		
5. A woman has the right to an abortion in the first six weeks of pregnancy.		
6. The death penalty is not a fair punishment for any crime.		
7. A juvenile has the right to a lawyer.		
8. A teacher is not allowed to lead students in prayer in a public school.		

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4. YOU DECIDE

The Supreme Court will soon decide an important case. Read the law below. Read the reasons for and against the law. Role-play the arguments. Try to convince the judges to agree with you. Vote on the decision.

THE LAW: Evidence seized without a search warrant can not be used in court. (This is called the exclusionary rule). Police must have a judge sign a search warrant before they can search a home or car forevidence of a crime.The exception to this rule is if a police officer is in "hot pursuit" of a suspect, or has reason to believe a person has just committed a crime.

On the next two pages you will find arguments for and against this rule.

Here are the roles for this activity:

Mr. Habeas: Lawyer who agrees with the rule.
Ms. Corpus: Lawyer who disagrees with the rule.

Justices of the Court (choose at least three people)
They must decide on the fairness of the rule. They must answer the question:

SHOULD THE LAW STAY AS IT IS? Yes? No?

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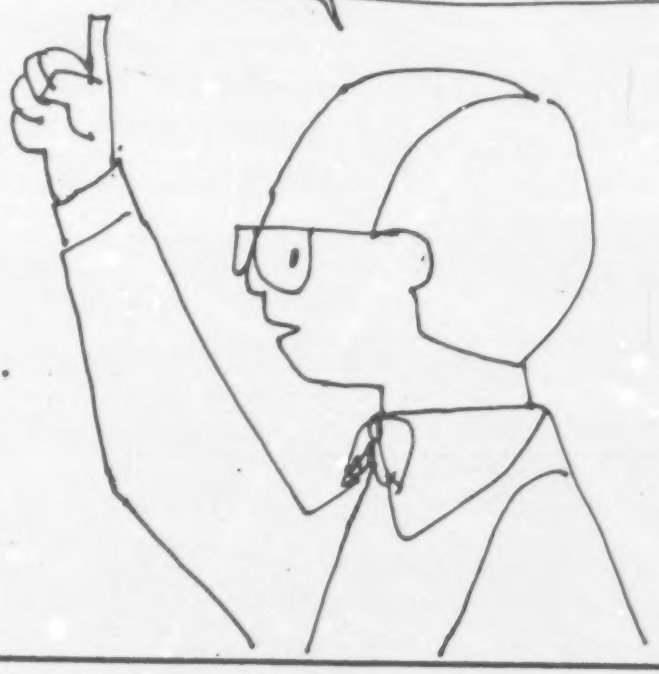
Mr. Habeas (agrees with the rule)

I say this law should stay! The law protects people from illegal searches by the police. Without this law, the police could just go into someone's house to search for evidence of a crime. They could tap your phone, search your car, or look through your bank records!

No one would have any privacy! Suppose the police stopped you while you were driving in your car because there was a bank robbery in the neighborhood. What if they found some beer or wine -- or even a little dope! You would be arrested! But you wouldn't have committed the crime!

Before this law was made, innocent people were bothered because the police wanted to check out everybody. Some guilty criminals might escape if we have this law. But it is worth the price to protect innocent people.

I say let the law stand as it is.



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Ms. Corpus (disagrees with the rule)

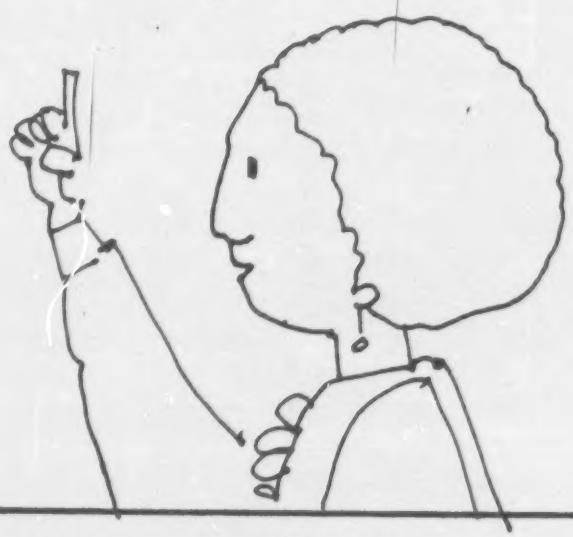
I say this law should be changed!

It is a good idea to protect the innocent people. But this law should be changed. The law lets criminalS go free. Then they can steal again from you and me!

Suppose a person gets caught with something he stole and hid in his car. Should that person go free just because the police officer did not have a warrant? The police need to be free to get evidence against criminals without having to worry about getting a judge's permission every time.

The police don't really bother a lot of innocent people. Sometimes they make mistakes. Everybody makes mistakes! If the police have to get a warrant every time, they will never catch criminals.

If criminals go free, we are all in danger! I say change the rule. Make sure the police have a good reason for searching, then let them do their job.



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ADOLESCENT ISSUES PROJECT

LESSON EVALUATION

Check one:
___ Decisions About Drug Use
___ Adolescent Development and Sexuality
___ Job Preparation
___ Juvenile Law
___ People & the Government

(Supreme Court)

Lesson # 7 Your Name _____

Your School _____

Date _____

1. Did you enjoy this lesson? Yes No Why? _____

2. Did the students enjoy this lesson? Yes No Why? _____

3. Did the lesson meet its objectives? Yes No Why? (Please address whether the activities should be changed or whether the objectives should be changed.) _____

4. What do you think the students got out of the lesson?

___ Facts ___ Practice with decision making

___ Self-reflection ___ Practice with communication skills ___ Exposure to new ideas

Other _____

5. Did the lesson address issues and/or skills which are relevant to your students?

Yes No Can you specify which issues and skills? _____

6. Was the "Instructor Introduction" in the lesson plan clear to you? Yes No

Please comment _____

_____

Was it helpful? _____

_____

7. Was the Instructor Guide helpful? Yes No Why? _____

_____

8. Were the Student Worksheets appropriate for your group? Yes No Why?

Please comment on reading level, conceptual level, organization of the lesson, etc., if it is relevant.) _____

_____

Did the students participate in the activities? Yes No Why? _____

_____

_____

Can you specify any particular activity that you thought worked particularly well or poorly? _____

_____

9. What would you like to change about this lesson? _____

_____

_____

10. Other comments _____

_____

11. Do you think that the class (lesson) evaluation was an important part of the lesson? Yes No Why? _____

_____

12. Please record your class' evaluation by indicating the number of votes for each category. Please include your own vote by writing your initials in the appropriate category.

Excellent	Good	Fair	Poor	Other

People and the Government

Assessment: What Have You Learned?

TRUE/FALSE

____ 1. The Mayor of Boston is Michael Dukakis.

____ 2. The legal voting age in Massachusetts is 18.

____ 3. Election Day is the first Tuesday of November.

____ 4. Getting elected Mayor costs a lot of money.

____ 5. A school principal can legally allow 14 year olds to smoke.

____ 6. You have the right to make a speech criticizing the government.

____ 7. The police can enter your house without a search warrant, except

____ if they are chasing a suspect.

____ 8. Everyone has the right to a lawyer and jury trial.

____ 9. The Supreme Court can decide if a law is not fair.

____ 10. City parks are paid for by taxes.

FILL IN THE ANSWER

1. Name four groups you belong to:

1._____ 3._____

2._____ 4._____

2. Name two rules that govern you as a student:

1._____ 2._____

3. Name on candidate you have seen advertised on TV.

4. Name one thing that makes a good mayor.

5. Name one way a Mayor affects your neighborhood.

6. Name two services you and your family get from the city/government. Who pays for these services?

7. What is the legal age for driving a car in Massachusetts?

8. Name the two Senators from Massachusetts who work in Washington D.C.

9. The Bill of Rights is:
   a. a law in the city of Boston
   b. something you get at a restaurant
   c. part of the Constitution that lists everyone's rights as a citizen
   d. a law that tells you what you can do with your taxes

10. Name one way to change a rule at your school.

PROBLEM-SOLVING: CASE STUDIES (strategies)

1. Group rule-making.
2. Getting a city service
3. Getting elected to office
4. 1 Supreme Court decision

SOLVING PROBLEMS: CASE STUDIES

Circle the one answer you think is best.

1. You are a member of a team that practices each week. Three members of the team come late a lot, say they have to leave early, and don't work hard at practice. You are starting to feel angry about the way act. What do you think is the best way to deal with this situation?

a. Kick them off the team.

b. Tell them they have to come or else they're out.

c. Forget about it and just keep trying yourself.

d. Try to make a rule about showing up on time.

e. Talk to them and find out what's wrong.

2. In your neighborhood there is a playground. It has a basketball hoop and some benches, but they are getting wrecked. Older guys sometimes hang around and drink; they won't let teenagers play there. You want to be able to play at the park. What is the best way to deal with this situation?

a. Just don't go anymore.

b. Threaten to get some friends to beat the older guys up.

c. Call the police.

d. Call the city park department and complain.

e. Get some neighbors to write a letter and take it to the city park department.

3. You want to help make the city a better place to live. You think the schools need to be better. You decide to run for the Board of Education. You need to run against someone who has been on the Board for 5 years. What is the first thing you should do to get elected?

a. Talk to kids and parents about the schools.
b. Ask people to give you money for your campaign.
c. Think up a good slogan for a bumper sticker, like "He'll Make Things Better!"
d. Find out all the mistakes the other person made, and tell people about them.

4. You are a judge in the city court. Today you hear a case about a man who tried to steal playground swings from a park. The man admits he stole them. He says he stole them because there are no swings at the park where he lives, and the city won't buy any for the children there. What do you think is the best way to deal with this situation?

a. Put him in jail.
b. Let him go.
c. Make the man pay back the city by helping to clean the park.
d. Find out why the city won't buy swings.
e. Make the man clean up the park and order the city to buy swings.

People and the Government

Class Evaluation

We would like to know how to improve this class. Please tell us your ideas about the topics and activities.

I. Please check (✓) the topic you learned most about:

___groups you belong to

___how to make and change rules in a group

___what kinds of rules govern students and teachers

___who we elect to office

___how candidates convince us to vote for them

___what services a city provides

___how a city council decides what to spend

___what state laws affect teenagers

___how a law is passed

___how the U. S. Constitution was written

___what the Bill of Rights is

___what rights we have as citizens

___what the Supreme Court does

___how schools were de-segregated

___whether police should be able to search without a warrant

II. Why do you think we have a course like this in school?

___so students can learn about the government

___so students can learn to work better in groups

___so students will know their rights as citizens

___so students will learn how they can change rules or laws they think are not fair.

III. If you could teach this course, what would you do?

___Read more about government

___Use a textbook instead of sheets

___Do more role-plays

___Have a guest speaker (Who?_____)

___See a filmstrip about government

___Read more cases about people and the law

___Visit different government offices and interview workers

IV. What did this course help you learn more about?

___How the government works

___The rights of citizens

V. Did this course help you learn more about the government?

___Yes ___No

VI. Did this course help you learn how to make and change rules in school?

___Yes ___No

VII. What was the best part about this course? Check it (✓)

___Reading sheets

___Role-plays

___legal cases

___Collages and drawing activities

VIII. Do you think we should teach this course again to new students?

___Yes ___No

Thanks for your ideas!